Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Model Lesson Plan
Social Studies
Grade 4

Topic 5 - Identifying Stereotypes and Countering Them

Stage 1 - Desired Results

Established Goals:

- Recognize and cite examples of stereotypes in school, community life, and literature. (GLE 4.2.2)
- Recognize the presence and the effects of bias and stereotypes. (GLE 4.2.2)
- Cite examples of cross-cultural understanding. (GLE 4.2.4)

Understandings:	**Essential Questions:**
- Every person is an individual. Grouping people based on a perceived characteristic is stereotyping. - Our own views influence our understanding of others. - We should respect the diversity of all cultures.	- What is stereotyping? - What is a bias? - How can a bias for stereotype be identified? - Is it possible to be unbiased? - Can a stereotype be positive? - How do stereotypes affect cross-cultural understanding?
Students will know... Ways that our own views influence our understanding of others.	*Students will be able to...* - Use online resources to create portraits of present-day Montana American Indians. - Students learn to evaluate Web site content and recognize online stereotypes.

Stage 2 - Assessment Evidence

Performance Tasks:	**Other Evidence:**
- Teachers evaluate students on the accuracy of the information in their reports. - Each student evaluates information quality—accuracy, usefulness, fact/fiction.	

Stage 3 - Learning Plan

Learning Activities:

Materials Needed

1. Computers with Internet access
2. Techniques for Evaluating American Indian Web Sites
3. Web sites about Native Americans (Web Resources)

Activities:

1. Discuss Essential Questions with students. Take time to talk about new vocabulary words: Stereotypes, Bias.
2. Teachers and students read *Techniques for Evaluating American Indian Web Sites*. As an alternative, the teacher may wish to tell/read the techniques.
3. Discuss the techniques with students (students could, for example, work with a partner and report out on one technique).
4. Brainstorm with students a list of Montana tribes (review).
5. Explain to students that they will create a written portrait of the life of a present-day member of their selected tribe. Have students use the Web sites provided above and additional sites to locate information about the tribes and create their portraits.
6. Remind students to use the *Techniques for Evaluating American Indian Web Sites* to verify the reliability of the sites they use and to avoid stereotypes/bias in their reports.
7. Ask students to present their reports to the class. Discuss how the Indians depicted in the portraits differ from the images of Native Americans that students had before writing their reports.

This grade 4 topic on examples of stereotypes is pivotal. As fifth graders, students will begin to identify stereotypes of Indian people based on perceived group characteristics, and they will be able to identify the misconceptions. Grade 6 students will explore positive and negative stereotypes and the limitations of such stereotypes. They will learn how these negatively impact individual identity. At each grade level, the new lesson depends on previous learnings.

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Teacher's Resources

TEACHER RESOURCES:

Caldwell-Wood, N., and L. Mitten. 1992. "*I Is Not for Indian: The Portrayal of Native Americans in Books for Young People*." Multicultural Review, 1.2 (April): 26-33.

Hirschfelder, A. 1982. *American Indian stereotypes in the World of Children: A Reader and Bibliography*. Metuchen, NJ: Scarecrow Press.

McCluskey, Murton L. 1993. *Evaluating American Indian Textbooks and Other Materials for the Classroom*. Helena: Montana Office of Public Instruction.

Montana Tribal Websites and Newspapers:
 (Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet   www.blackfeetnation.com
Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.
406-338-2090 Cut Bank MT http://www.glacierreporter.com

Chippewa Cree Tribe of the Rocky Boy Reservation   http://www.rockyboy.org/powwow/
The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe   RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation   http://www.crownations.net/
Big Horn County News ISSN 0740-26000   P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre   http://www.fortbelknapnations-nsn.gov/index.php
Fort Belknap News (406-353-2005)   fortbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux http://www.fortpecktribes.org/
Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387   http://www.wotanin.com

Little Shell Tribe
http://www.littleshelltribe.us

Northern Cheyenne Net Tribal Government   http://www.ncheyenne.net/tribalgovmt.htm
Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes http://www.cskt.org/
Char-Koosta News : (ISSN 0893-8970) (406) 675-3000   http://www.charkoosta.com

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032
888–327-1013   http://www.indiancountry.com

News from Indian Country: *The Nations Native Journal*. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843   715-634-5226
IndianCountryNews.com

Student Resources

Websites:
www.opi.mt.gov/IndianEd
www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy)   One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as finding Attractions, Events, Places to Stay, and Additional Visitor Information.

Slapin, Beverly, and Doris Seale (Santee/Cree). 1992. "How to Tell the Difference." OYATE

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Techniques for Evaluating American Indian Web Sites

The World Wide Web as part of the Internet reflects United States culture. One can find almost anything on the Web that one can find offline in the "real" world.

American Indian peoples live in the real world, and Web sites by and about Indian peoples live on the Web. Just as Indians are sometimes treated fairly in the real world, the Web contains sites that show Indians in respectful ways with accurate information, quality products to sell, and as whole human beings with real lives. Just as Indian peoples are sometimes treated wrongly in the real world, the Web also contains sites that use inaccurate and damaging "information", and portray Native peoples as either less or more than human, or as products to be exploited and sold in some fashion.

The purpose of this guide is to provide some guidelines useful for evaluating and identifying Web sites that contain accurate non-bias information and that are not exploitative of American Indians. Note that these guidelines are not all inclusive nor are they foolproof. Web site evaluation must also include the knowledge that one already has about Native peoples and brings to the Web. If you don't know if a site is presenting accurate information, find a source that you trust, online or offline, and compare what you find there with what you find in the Web site.

Being on the Web is usually a solitary activity so that often you must rely on your own judgment to discern accurate and respectful Web sites about Native peoples. There is no one American Indian culture or people, so what is correct for one tribe or nation is not automatically correct for another tribe or nation. Be careful what you believe to be true. Ask questions.
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Evaluation Guidelines for
Web Sites about American Indian Peoples
Web Site Guidelines

1. Is the purpose of the site clear? Does the stated purpose match the actual content?
A site that states its purpose in the introduction or the title gives you immediate information about the content. If the site follows its declared intent, a straightforward and coherent relationship exists between the web-builder and the reader. This helps to create the sites credibility. Keep the intent in mind as you read through the site to help identify possible hidden or more obvious agendas. If a site tells you nothing at all about why it exists, closely examine it before accepting the information it presents.

2. Is the content accurate?
There are over 500 American Indian tribes in the United States, from different geographical locations, with different histories, cultures, languages, and relationships to each other, and to state and federal governments. Although some tribes may be closely related to each other, there is no Pan-Indian way of doing things. Even related tribes vary in significant ways. Small details pertaining to dress, housing, or other material culture are good clues about evaluating a web site. Good sites will acknowledge the complex diversity of American Indians and present accurate information clearly while avoiding simplification.

3. Is the site kept up-to-date, with current links, new material added from time to time, and a creation or revision date?
Links that are not "broken," new material that is added to the site on a regular basis, and a revision date that is fairly recent indicates a living site that is nurtured and grows. This is not an indication of the accuracy or non-exploitative nature of a web site, but it shows that the web-builder takes pride in working on the site to be usable, current, and a place for the information seeker to return to. URL's change all the time, so an occasional broken link is forgivable, but many broken links shows site neglect, and perhaps for its content too. Some sites do not require updating so these guidelines may not apply to them.

4. Who is the Web-Builder for the site? Is an e-mail address included?
A web site is a publication. Just as one would want to know about the author of a book, knowing about the author of a web site is also useful to determine whether a site is reliable. An e-mail address provides a way to contact the web-builder and is an identifier for that person. A web-builder who self-identifies acknowledges accountability for a site. This doesn't automatically grant credibility, but it does mean the web-builder stands by the work.

5. Does the site URL give you any information as to the authority and validity of the site?
A server that is owned by a tribe usually has web pages about that tribe. For instance, the Oneida Indian Nation web site lives on a server owned by the nation: http://oneida-nation.net/. A web page that is a personal page should be closely examined.

6. If the site claims to represent a tribe or a tribal view, is there information supporting the claim that it is an "official" or authorized web site for the tribe?
Welcoming statements by tribal leaders, links to information about services for tribal members, and claims of the official nature of a site are possible clues, but are not conclusive evidence to identifying a tribe's official site. When in doubt, find out from a reliable source: call, write, or e-mail the tribe and ask. If a site claims to speak for a tribe, check with that tribe to verify the site's authority before believing that it actually does represent tribal consensus.

7. If the site builder self-identifies as Indian, is tribal affiliation identified? Is the word used to identify the tribe accurate?

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It is very easy for people to misrepresent themselves on the web, and "playing Indian" is unfortunately common. For example, a person who identifies only as "Native American" or "American Indian" leaves much open to question since most Native peoples identify themselves in connection to a particular tribe rather than under general terminology. Tribal identification is often very specific. For example, rather than identifying simply under the "catch-all" name of Sioux, people who are generalized under this tribal affiliation often are more specific about Sioux identity (i.e., Fort Peck Sioux, Oglala Sioux) or self-identify as being Dakota or Lakota.

8. Are the images and icons used on the site accurate and respectful or neutral, or are they inaccurate or disrespectful in other ways? If photographs are used, has permission to use them been given?

Images are powerful messengers in any medium. The web has uncountable images of American Indian peoples as buttons, artwork, photographs, backgrounds, horizontal/vertical bars, and more. Many are respectful, but many are not. Examples of disrespectful images are Chief Wahoo and other caricatures, animals dressed up "like Indians," stereotypes of material culture, and photographs of people (especially of children) that are being used without permission.

9. If stories or poetic words are provided, does the site tell you where they come from? Are they appropriate for the general viewing public on the web?

The oral traditions of American Indian people are thousands of years old and alive and flourishing today. Stories that are told and songs that are sung are integral elements of Native cultures, having meaning within the context of those cultures, and perhaps meant for only certain people within the culture.

Almost everyone likes a story and can learn from it, but there are incorrect versions of tribal stories circulating on the web and in print; also errors in details give inaccurate information about Indian people. A story is an effective teaching tool only if the teacher and the learner both understand how the story applies to the lesson. Some stories should only be told at specific times of the year, or by certain people to a particular audience, or in a particular language.

Knowing a story or poem's tribal affiliation is essential to verify authenticity and to determine whether the story is one that should be available to the viewing public. The best way to find out if a site contains work that is both accurate and respectful is to ask members of the tribe being given credit for the work.

10. Is there anything about the content or presentation that makes you feel uncomfortable?

If a site is questionable, ask knowledgeable people to evaluate it, notify tribes about sites to find out their opinion, or check reliable print sources and non-print sources (if possible) for verification.

Also, tribal committees can be a valuable resource when evaluating web sites. Contact each tribe for more specific information on the committees.

Source:
Evaluating American Indian Materials
& Resources for the Classroom
Textbooks, Literature, DVDs, Videos, and Websites